

4 month reporting date 2/20/06
8 month reporting date 6/20/06
12 month completion date 10/20/06

Douglas School District Improvement Plan/Progress Report Form

Principle 4 – Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:16 Parent Participation

Each district shall ensure that one or both parents of the child are present at each IEP team meeting or are afforded the opportunity to participate. The district shall notify parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed-upon time and place. The notice to the parents shall state the purpose, time, location of the IEP meeting and who will be in attendance and inform the parents of the provisions relating to the participants of the other individuals on the IEP team who have knowledge or special expertise about the child.

Student file reviews did not provide the parent accurate information as to who would be in attendance at the child's IEP meeting. The special education clerk (secretary) was in attendance at meetings, but was not listed on the Prior Notice.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide the parent accurate information as to who will be in attendance at their child's IEP meeting.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All parents will be provided accurate information as to who will be in attendance at their child's IEP meeting.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

4 month reporting date 2/20/06

8 month reporting date 6/20/06

12 month completion date 10/20/06

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|---|------------------------------|---|--------------------|
| <p>1. What will the district do to improve? The special education director will ensure teachers have been instructed on district procedures to ensure parents have been provided accurate information as to who will be in attendance at the child's IEP meeting.</p> <p>What data will be given to SEP to verify this objective? A copy of the procedure and date it was reviewed with special education staff will be submitted to SEP.</p> | February 20, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |

Principle 5 – Individualized Education Program

4 month reporting date 2/20/06
8 month reporting date 6/20/06
12 month completion date 10/20/06

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.01 and ARSD 24:05:25:16.01 Team membership at IEP meetings

The district shall ensure the IEP team for each student includes parents, administrator, special education, regular education, and other individuals who have knowledge or special expertise regarding the student. If the purpose of the IEP team meeting is the consideration of transition services needs or transition services for the student, the notice must identify any other agency that is likely to be responsible for providing or paying for transition service and will be invited to send a representative.

Student file reviews indicated the child's general education teacher and district administrator or designee were not consistently in attendance at IEP meetings. In addition, for students who are in need of transition services, files did not support other agencies were invited to the student's IEP meeting (i.e. vocational rehabilitation, guidance counselor, etc.). Staff interviews also indicated lack of familiarity with what outside agencies requirements are for people with disabilities age 16 and older.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that required members of the IEP team are present at the meeting.

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are in need of special education services will have all required members at their IEP meetings.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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| 1. What will the district do to improve? The special education director will ensure administrator and general education teachers are informed of the IEP attendance policy and procedures. What data will be given to SEP to verify this objective? A copy of the policy and procedures will be submitted to SEP along with how and when the information was disseminated to staff. | February 20, 2007 | Special Education Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |
| 2. What will the district do to improve? The district with the assistance of the regional transition representative will arrange a meeting to become familiar with what outside agencies requirements are for people with disabilities age 16 and older. What data will be given to SEP to verify this objective? The date of the meeting, agenda and who attended will be submitted to SEP. | February 20, 2007 | Special Education Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.

Initiation, Frequency, Location and Duration of Services 300.320 (a)(7) Comment

What is required is the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved in the development and implementation of the IEP.

Student file reviews indicated a description of the child's special education service was not consistently provided to give parents a full explanation of the makeup of services. In one student file, the description was "2100 hrs/wk in special education resource room." In addition, student file reviews for students receiving speech and/or early childhood special education services indicated the location of services is stated as, "therapy or classroom." In both of these situations, the parents have not been given enough information to ensure parents have a clear understanding of the services being provided or the location of services.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that a description of the child's special education service is documented on IEPs.

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students who are in need of special education services will have a description of the special education service documented on their IEP.

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| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
|--|--------------------------------|---|--|
| 1. What will the district do to improve? Technique Assistance will be provide to special education staff on how to document on IEPs a description of the child's special education service(s). What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients. | February 20, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Intervention: Issues requiring immediate attention

ARSD 24:05:27:12 Graduation requirements

Completion of an approved secondary special education program with a regular school diploma signifies that the student no longer requires special education services. The instructional program shall be specified on the IEP. The IEP shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

Through staff interviews and file documentation, the review team noted one student (#32) on an IEP who is scheduled to graduate in May 2007. The student's IEP does not state specifically how the student will satisfy the district's graduation requirements. The district needs to conduct an IEP meeting for this student as soon as possible to address specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.

3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All students in need of a graduation plan will have it addressed on their IEP.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective
was Completed**

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|--|---------------------------------|--|---------------------------|
| <p>1. What will the district do to improve? Technique Assistance will be provide to high school special education staff and administrator(s) on what the requirements are for graduation for students receiving special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p> | <p>February 20, 2007</p> | <p>Special Education Director</p> | <p>(completed by SEP)</p> |
| <p>Please explain the data (4 month)</p> | | | |
| <p>Please explain the data (8 month)</p> | | | |
| <p>Please explain the data (12 month)</p> | | | |

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|---|---|--|---------------------------|
| <p>2. What will the district do to improve? The district will reconvene the student's IEP committee and address graduation.</p> <p>What data will be given to SEP to verify this objective? The district will submit a copy of the IEP addendum.</p> | <p>As soon as possible and no later then February 20, 2007</p> | <p>Special Education Director and Staff</p> | <p>(completed by SEP)</p> |
| <p>Please explain the data (4 month)</p> | | | |
| <p>Please explain the data (8 month)</p> | | | |
| <p>Please explain the data (12 month)</p> | | | |

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12 month completion date 10/20/06

| | | | |
|---|------------------------------|---|--------------------|
| <p>3. What will the district do to improve? The district will ensure parents are informed through the IEP process at least one year in advance of the intent to graduate their child upon completion of the IEP and to terminate services by graduation.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of students on IEPs whose intent is to graduate in May 2007 and of those IEPs how many state specifically how the student will satisfy the district's graduation requirements.</p> | February 20, 2007 | Special Education Staff and Director | (completed by SEP) |
| Please explain the data (4 month) | | | |
| Please explain the data (8 month) | | | |
| Please explain the data (12 month) | | | |